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ABSTRACT

The report identifies the nature and purpose of global education, outlines steps that have been taken to develop global perspectives within the educational system, and lists recommendations of the U.S. Commissioner's Task Force on Global Education. The rationale states that global education contributes to a fundamental competence in a world context, to educational excellence, and to the nation's vital interests. Components of global education include increased language learning, foreign area studies, learning about cultural concepts, experience with a wide variety of interdependent relationships, examination of critical global problems, and learning to weigh future consequences of present decisions. Efforts to develop global perspectives in education exist in both federal and nonfederal sectors and include both school and out-of-school settings. The four general recommendations of the task force are: to establish a special program of incentive grants and contracts, to improve and expand education for global perspectives, to encourage the incorporation of global perspective within existing or planned United States Department of Education programs, and to provide leadership in facilitating collaboration on education for global perspectives. (Author/KC)

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U.S. Commissioner of Education Task Force on GLOBAL EDUCATION

Report with recommendations

SP 012 969

Washington, D.C.
October 1979

FOREWORD

In summer 1977, then U.S. Commissioner Ernest L. Boyer announced his "new directions" in education, one of which was to encourage global perspectives in education. He subsequently established the Task Force on Global Education to examine the need for global perspectives in U.S. education, to review the state of existing efforts in the field, and to present recommendations concerning the role the U.S. Office of Education and other Federal agencies might play in helping to develop global perspectives in U.S. education.

The Task Force consisted of 31 members, 12 Federal and 19 non-Federal. The non-Federal members represented several State education agencies, professional education organizations, public affairs and international associations, and all levels of education. (A complete list of members with their affiliations is provided in appendix A.) The Task Force was initiated under the leadership of Dr. Robert Leestma, then Associate Commissioner for Institutional Development and International Education. It became the responsibility of its Chairman, Dr. Alfred L. Moyé, when he was confirmed as Deputy Commissioner, Bureau of Higher and Continuing Education.

This report will first attempt to indicate briefly the nature and purpose of global perspectives in education (or global education). It will then outline the steps that have been taken to develop global perspectives within the U.S. education system. Finally, it will introduce and list the Task Force recommendations for action by the U.S. Office of Education and other Federal agencies.

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THE NATURE AND PURPOSE OF GLOBAL EDUCATION

The Context

The high degree of global involvement of the United States and its interdependence with the other nations and peoples of the world are revealed daily by direct observation and experience. Major events can be witnessed, even as they occur, by millions of people around the world through satellite transmission. Jet aircraft can fly anywhere on the globe within 24 hours. The standard of living in the United States is affected by weather conditions in the Soviet Union, the wages of laborers in Latin America and Asia, and political events in the Middle East. The world's supply of natural resources and the quality of air and water are altered by the pace of industrialization in both developed and developing countries.

Related to this interdependence are the enormous and growing deficiencies that afflict large segments of the world's population, who lack access to even minimally adequate nutrition, health care, housing, and education. These conditions not only arouse compassion, but also lead to global political instability which could in turn affect the security, economy, and thus the future well-being of the United States.

The Rationale

The Task Force submits that education for global perspectives (or global education) contributes significantly to fundamental competence in a world context, to educational excellence, and to the nation's vital interests. It helps advance the formation of responsible leadership and an informed citizenry. In our contemporary world, global perspectives are essential to good citizenship and quality education. New perspectives on our own lives and our environment are necessary to assist us to identify alternative actions and to extend more control over matters that directly affect our daily lives.

Education for global perspectives in one sense is an outgrowth of the basic American philosophy that useful and practical education should be provided within the framework of U.S. democratic traditions in order to develop intelligent, effective, and responsible participation by citizens.

Thus, education for global perspectives is an effort to equip all citizens with the variety of skills and the range of knowledge needed to cope with worldwide economic, scientific, political, and intercultural realities and opportunities. Decisions related to each of these factors affect economic growth, individual employment and careers, standard of living, and domestic and international stability.

Global persepctives can contribute to the development of mutual respect for the human dignity inherent in all peoples, cultures, and civilizations, at home and abroad. They also can lead to the survival of a planet on which humans can flourish.

In Section 603, Title VI, of the National Defense Education Act of 1958, the Congress in 1976 recognized the importance of having a citizenry well-informed concerning other countries and their actions.

The preamble to Section 603 states:

> ...the well-being of the United States and its citizens is affected by policies adopted and actions taken by, or with respect to, other nations and areas....
>
> ...the United States must afford its citizens adequate access to the information which will enable them to make informed judgments with respect to the international policies and actions of the United States....

A global perspective contemplates these policies and actions that, whether local or global, are worldwide in impact, reaching across and beyond regions and continents.

A Description

Education for global perspectives occurs through learning experiences, formal or informal, that increase the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and peoples, with a focus on understanding how these are interconnected, how they change, and what the individual's responsibility is in this process. It draws on the various disciplines and expands them to meet changing circumstances. It provides the opportunity to develop realistic perspectives on world issues, problems, and prospects, an awareness of the relationships between enlightened self-interest and the concerns of people throughout the world, and the basic knowledge and skills essential for life in a global age.

Developing global perspectives requires intellectual contributions from many sources. Global perspectives must be grounded broadly in the various disiplines--the natural sciences, the humanities, and the social sciences--and must also draw upon a fresh analysis of systems and other concepts. It is about people as individuals and as a society and how they relate to the world's physical conditions, human institutions, social and economic systems, and interconnecting world problems and developments. Education for global perspectives must depend on the study of foreign languages, other nations, and other cultures, geographic regions, the U.S. pluralistic society and ethnic awareness, and such transnational concerns as the environment and energy resources. It is likely to be interdisciplinary and cross-disciplinary.

A worthwhile global perspectives program ordinarily would not consist of introducing a single subject or module called "Global Education." Indeed, isolating the concept would tend to fragment and trivialize the broad approach that is central to global perspectives.

Education for global perspectives includes the following components:

- increased language learning;
- foreign area studies;
- learning about the concepts of culture and how cultural perceptions affect lives and choices;
- knowledge about all forms of communication and ways in which psychological or cultural perceptions can influence communication;
- experience with a wide variety of interdependent relationships, such as those at home, in school, and in the community, nation, and world, thus leading to more familiarity with the potential benefits and costs of different forms of interdependence.
- examination of critical global problems--ecological, scientific, and socioeconomic--to understand the U.S. stake in interdependent relationships; and
- learning how to project and weigh the broad future consequences of decisions made in the present.

The Task Force did not stress any single global or international content, recognizing that decisions regarding what is taught and how it is taught will be made at the local, State, and regional levels.

Within the school, the role of the teacher is central, and therefore relevant teacher training, both inservice and preservice, is indispensable. This in turn requires significant cooperation and backing from school administrators, school boards, State education agencies, State legislators, teachers' organizations, and educational licensing and certifying bodies.

Education for global perspectives is not limited to the formal disciplines within the school. It should occur through nonformal exposure to worldwide issues such as the environment, energy, and world resources. The community is an essential extension of the classroom in developing global perspectives. Efforts should be made to engage the resources of business, union, civic, and professional organizations that have international or intercultural concerns. Of primary importance also is involvement of the communication media, especially television, both public and commercial. The power of the media in learning and in shaping viewpoints is well known.

It is important to note that education for a global perspective is not--

- a new curriculum,
- a new course to be added to the precollegiate curriculum,
- a political movement,
- an ideology,
- a form of world government,
- a blurring of cultural or value distinctions,
- an ivory tower concept, or
- a panacea for social injustices.

Concern for global perspectives does not diminish or devalue patriotism or national independence. Indeed, the Task Force perceives education for global perspectives as strengthening national well-being by developing the ability to recognize and cope with changing world realities.

EXISTING EFFORTS

Many educators, social scientists, international relations specialists, and various other civic-minded persons have recognized the need to develop global perspectives in education and have been engaged actively for a considerable time in developing programs, policies, and public awareness in diverse national associations, States, and communities. This movement has been gathering momentum in recent years.

Non-Federal

In the non-Federal sector, educational and professional associations and higher education institutions have initiated special programs. Certain organizations dedicated exclusively to global education have had long and extensive experience in helping school systems, States, and community groups develop programs in both school and out-of-school settings. At least 14 States have supported the global education movement by adopting school-based or teacher-training projects in the field or issuing policy statements through their education agencies or boards. Several municipalities have also instituted effective education programs dealing with a world perspective and involving substantial portions of the community at large. (Appendixes B, C, and D provide examples of global education programs on the national, State, and municipal levels, respectively.)

Federal

In the Federal sector, various agencies have been involved to some degree and in some ways. The U.S. Office of Education (USOE), as the Federal agency with the broadest mandate and widest concern with American education at all levels, has been most active, with the U.S. International Communication Agency,

the National Endowment for the Humanities, and the National Science Foundation in particular supporting programs that fall within the range of global education. The USOE has for the past two decades administered international education programs (mostly at the higher education level) and been involved in a wide variety of international education activities that closely relate to global education, in some instances specifically to worldwide issues. Some other USOE-administered programs not specifically aimed at international education by their legislation have also supported global perspectives in education to some extent (as allowed by their legislation.)

In Fiscal Year 1979, funding was appropriated for the first time for Section 603 of Title VI of the National Defense Education Act. Implementation of this discretionary grant program has enabled the Office of Education to move more broadly, directly, and effectively in the field of global perspectives in education. The purpose of the program is "to stimulate locally designed education programs to increase the understanding of students in the United States about the cultures and actions of other nations in order to better evaluate the international and domestic impact of major national policies." Grants "may be made for projects and programs at all levels of education, and may include projects and programs carried on as part of community, adult, and continuing education programs."

INTRODUCTION TO RECOMMENDATIONS

This report does not suggest that the Federal Government has "discovered" a problem and alone will shape or "solve" it. Nevertheless, the growth of education for global perspectives is in the national interest and is a national need. It is therefore appropriate that the Federal Government exercise leadership by helping to--

- focus public attention on the need for global education,
- coordinate efforts in the global education field,
- provide stimulus and assistance for new and ongoing global education programs, and
- establish a base of disciplined inquiry and high standards through supporting research and evaluation as well as development of exemplary models in the field.

It is, however, the responsibility of State and local jurisdictions, higher education institutions, and private organizations and groups ultimately to determine curriculum and/or initiate projects. In the recommendations that follow, the Task Force envisions a cooperative, creative relationship between the Federal Government and the States, municipalities, and other interested organizations and groups.

Certain premises that are basic to the recommendations as a group are the following:

- Broadened global perspectives are applicable to all levels of education and to both formal and non-formal education.
- Because of the importance of early learning, priority should be given to developing global perspective competencies within the elementary and secondary school curricula.
- Widespread national attention for global education is a prerequisite for successful efforts in the schools.
- Communication networks should be improved among those working toward global perspectives in education.
- Existing resources should be used and improved whenever possible.
- Study and travel abroad, community education programs, and graduate research centers are among the activities that are vital to developing an adequate base of knowledge and experience.

The following recommendations are designed to incorporate global perspectives as part of quality education in the United States. Many of them are directed toward the U.S. Office of Education; others require the cooperation of the entire Education Division of HEW or other Federal agencies; and some address major non-governmental educational agencies. Implementation of these recommendations rests on the continuing commitment and leadership of the principal Federal officials with responsibility for determining national needs in education.

Numerous private organizations are also engaged in the process of creating important and dynamic educational programs and policies in this field. Important contributions are made by various national and local adult community education groups in creating a climate for needed change in the formal education environment. For this reason, some of the recommendations are designed to encourage and support these organizations in their independent efforts to undertake education for global perspectives.

The recommendations as a group emphasize better use of existing resources, improved communication networks, increased public understanding, and greater support for projects aimed at effectively infusing global perspectives within general education. They are divided into three major recommendations, each of which contains a section on the rationale for it. The first two also include more specific recommendations. The three general recommendations are the following:

I. To establish a special program of incentive grants and contracts to improve and expand education for global perspectives.

II. To encourage as appropriate the incorporation of global perspectives within existing or planned USOE programs.

III. To provide leadership in facilitating collaboration on education for global perspectives.

RECOMMENDATIONS

I. To Establish a Special Program of Incentive Grants and Contracts to Improve and Expand Education for Global Perspectives

Rationale

A special program of incentive grants and contracts would provide opportunities to improve and expand education for global perspectives. The purpose would be to draw attention to this area; help identify and meet major needs for teacher training, curriculum development, research, and evaluation; build linkages among existing resources; and generally support those seeking to incorporate a global perspective within the regular education curriculum. All levels of education would be served from early childhood through adult, with an emphasis on elementary and secondary school needs. To the extent possible, existing legislative authorizations should be used to support this program, but new mandates should be sought if needed. One visible and effective mechanism for initiating this special program would be through using portions of the Commissioner's discretionary funds under Section 303, Title III, ESEA, Educational Amendments of 1978.

Specific Recommendations

1. *Assist programs aimed at developing an adequate instructional capacity for education for global perspectives in elementary and secondary schools.* Funds for planning, implementing, and evaluating such programs should be made available to those who make policy decisions and to others with responsibility for preservice and inservice training and curriculum change. Eligible applicants would include State, intermediate, or local education agencies, teacher centers, Teacher Corps programs, higher education institutions, professional associations, nonprofit educational organizations, and accrediting and credentialing agencies.

   Program activities might include: Preparing policy statements and implementing them through training activities; engaging in program design and implementation; providing instruction in teaching methods and curriculum development; and promoting communication with others also involved in this process. Participants in these programs would be teachers, teacher trainers, and educational policy makers within educational institutions and the community at large. A representative cross-section of program beneficiaries should be involved in all activities to insure that the results meet the diverse needs of a broad audience of students.

2. *Assist programs aimed at developing or supporting global perspectives within undergraduate general education programs and preservice teacher training.* Grants for planning, implementation, and evaluation should be awarded to 2- and 4-year colleges and universities to explore possibilities for strengthening and promoting global perspectives within their general education programs. Grants might support multidisciplinary programs and expansion of opportunities to encourage linkages with students, scholars, and institutions in other countries.

3. *Assist programs seeking to develop global perspectives within adult and continuing education.* Grants for planning, implementation, staff development, and evaluation should be awarded to postsecondary institutions and other organizations concerned with adult and continuing education. Programs would encourage both the incorporation of education for global perspectives within the formal curriculum and the inclusion of global perspectives within nonformal learning activities. For example, civic groups meeting to discuss issues of local concern could be provided with expertise on the relationships between those issues and worldwide developments. Community forums could be designed around major public issues affected by global interdependence, with funding support for consideration of the global dimensions.

4. *Assist in developing leadership capacity in education for global perspectives.* A variety of mechanisms could be used to promote and develop a core of leaders committed to bringing global perspectives to American education. For example, grants for education conferences, forums, seminars, and discussion groups could engage the leadership of civic and community organizations, including educational and professional, religious, business, and trade union groups, as well as government. The purpose would be to increase their understanding of the need for global perspectives in education with support contingent upon a willingness to conduct appropriate follow-up activites.

5. *Promote evaluation, research, and demonstration, in order to improve the quality of education for global perspectives.* Some materials and programs in this area already exist, particularly at the secondary school level. A limited number of projects have existed for many years. For the most part, however, these projects and approaches have not been validated. In addition, the results of educational research and theory are not available in a form useful to educators. A limited amount of Federal funds should, therefore:

   a. Provide evaluation of the impact of selected projects and approaches, especially those with some years of experience.

   b. Examine the relevance of educational research for improving global perspectives in education, including such topics as learning theory and developmental psychology.

c. Fund a few major demonstration projects that meet theoretical and evaluative criteria. Such projects should have a capacity to offer site-visit and technical assistance to training projects under #1 above.

6. *Expand and improve capabilities for dissemination.* The incentive program should be buttressed by a communications component that builds on existing programs and projects and links them into a communications network. The purpose would be to provide information exchange, publications, discussion, site visits, and working sessions on issues of common concern. In order to assure stability and impact, such dissemination should emanate from existing educational organizations and from agencies with a special interest and capacity in global perspectives, or from combinations of such groups.

7. *Assist in expanding and improving opportunities for simulated and direct cross-cultural experiences.* For example:

   a. School programs could benefit from the experiences of Americans returning from other countries as well as the presence of foreign teachers and students in the United States. Such resources should be systematically used in the classroom.

   b. Students can learn about cultural variation through structured experiences with ethnic group members in their own communities. Bicultural, ethnic studies, and global perspectives programs should explore their common interests in reducing ethnocentrism and should plan joint program activities.

   c. Developments in telecommunications techniques present unprecedented opportunities for simulated cross-cultural experiences. Among the techniques that could be explored are video-conferencing and interactive cable.

   d. Student and faculty exchange programs, as well as transnational projects, should be included under this special program. Incentives should be provided to expand, develop, and evaluate field research programs for youth and adults that involve exchange and other comparable activities.

8. *Promote linkages with international and regional education information networks, international non-governmnetal organizations, and education institutions in other countries.* Such activities are designed to make better use of existing resources and to encourage collaboration among those groups concerned with education for global perspectives. Some other nations (e.g., Netherlands, Belgium, Switzerland, and Japan) have had successful experience in integrating global perspectives into teaching and curricula. Some international organizations are also working in this field. As part of the incentive program, efforts should be made to draw upon the expertise and experiences of other nations and organizations and to build programs with strong ties to the international education community.

II. To Encourage as Appropriate the Incorporation of Global Perspectives Within Existing or Planned USOE Programs

Rationale

A number of legislative mandates administered by USOE could contribute to education for global perspectives, yet may not be doing so now either because their regulations or guidelines contain restrictive language or because program managers are not aware of their potential in this regard. Therefore, in addition to establishing a special incentives program, USOE should encourage, as appropriate, the incorporation of global perspectives within existing or planned education authorities. (Appendix E lists selected Education Division programs that might be adapted for global education projects.) This action would place education for global perspectives in the appropriate context of general education improvement and not require new, long-term education structures. (Such actions would probably require additional familiarization on the part of USOE personnel with education for global perspectives. Suggestions concerning this are included under Recommendation III.)

Specific Recommendations

1. *Encourage applicants for State-administered entitlement grants to consider programs in education for global perspectives.* Because many domestic and global issues are inextricably related, some of these programs could be improved by a global dimension and could thus further education for global perspectives within the schools. For example:

   a. Titles IV-B and IV-C, Elementary and Secondary Education Act, are two broad authorities that could help develop school-based global perspectives resources and programs in response to local needs.

   b. Title I, Higher Education Act, strengthens the capacity of higher education institutions to help alleviate community problems and to offer continuing education for adults. Global perspectives in some of these projects could provide a realistic context for considering community issues.

   c. The Adult Education Act is designed to help adults acquire basic skills needed to function in society. Some competency-based adult education projects are aimed at improving levels of adult competency in areas including government, law, or community issues. Their scope could be expanded to include competencies related to education for global perspectives.

   USOE leadership could encourage programs such as the above to encompass global perspectives. Conferences, speeches, and articles could include definitions of need and could present examples of successful projects in this field. USOE could provide technical assistance and information to State departments of education and other agencies. Guidelines and regulations for some of these programs could be amended to mention education for global perspectives as an eligible activity, if appropriate. Leader-

ship projects (discussed above) could involve persons setting policy for some of these programs and could include an exploration of how relevant entitlement funds could be used to build education for global perspectives.

2. *Encourage applicants for discretionary programs administered by USOE, NIE, and ASE to consider a global perspectives component.* A number of discretionary mandates are also administered by USOE and other Federal education agencies, including such programs as teacher centers, ethnic studies, Teacher Corps, career education, dissemination, environmental education, and the Fund for the Improvement of Postsecondary Education. Some of these could help meet global perspectives needs for research, training, dissemination, and program development; at the same time, global perspectives could help such programs better achieve educational excellence.

   To cite a few examples of discretionary programs relevant to global perspectives:

   a. Issues of ethnicity, energy, and environmental quality are intrinsically linked to people, resources, and policies in other parts of the world. These interconnections need to be defined more clearly and viewed in a global context. USOE activities in each of these areas should include global perspectives.

   b. Occupational opportunities for U.S. citizens are increasingly affected by economic systems, multinational corporations, and the economics of other countries in interaction with our own. Career education programs should convey an understanding of this phenomenon in order to help students prepare for careers in a changing world.

   c. Teacher-training mandates, if so designed, could help meet the needs of teachers seeking to develop global perspectives in their instruction.

   d. The National Diffusion Network, a joint activity of USOE and NIE, provides opportunities for State and regional educational agencies to disseminate to the schools the results of successful federally funded global education programs. Some validated programs are then selected to serve as demonstration projects with responsibility for helping others adapt their ideas in local school settings. An emphasis on strong evaluation components in global perspectives programs could help qualify them for inclusion in this network.

   e. NIE mandates for research and dissemination could help identify and interpret for practitioners research relevant to education for global perspectives and provide leadership related to research and evaluation needs.

f. The Fund for Improvement of Postsecondary Education supports reform, improvement, and innovation in postsecondary education. Creative approaches to education for global perspectives could be developed under this authority.

g. Education television programing represents a major untapped resource in education for global perspectives. A special priority should be placed on using Federal mandates for educational television to develop programs that emphasize global awareness and to include global perspectives, as appropriate, in other efforts. For example, the new USOE-assisted "Education, Science and Technology" deals with the nature of our changing world. Programs such as this should contain global perspectives.

Most discretionary programs in USOE are now located in the Bureau of School Improvement. Within that bureau, therefore, the USOE should encourage creative application of global perspectives. Relevant cooperative projects should be developed in areas such as those specified above. As with entitlement programs, USOE should encourage applicants for discretionary grants to consider a global perspectives component within their projects and should circulate information about global perspectives resources and needs to program constituents.

3. Seek to revise legislative mandates or administrative interpretations of Federal programs to open opportunities for incorporating education for global perspectives where appropriate. Some Federal programs involve issues clearly related to education for global perspectives, but their legislative mandates do not specifically include such reference. Particularly in preparing for upcoming reauthorization hearings on higher education, USOE should recommend sufficient flexibility of language to encourage programs, as appropriate, to include a global dimension. Examples of areas where this might apply include the international studies mandates under NDEA Title VI, the community services and continuing education program under HEA, Title I, and the public service career fellowships and grants under HEA, Title IX, Parts A and C.

III. To Provide Leadership in Facilitating Collaboration on Education for Global Perspectives

Rationale

The Commissioner and other Federal education officials should provide leadership in facilitating collaboration on education for global perspectives within and among Federal agencies, and in support of efforts by private organizations in this field.

Although mechanisms for interagency cooperation already exist (e.g., the Federal Interagency Committee on Education--FICE), education for global perspectives is not a focus of special interagency concern. Most Federal agencies are directly involved in transactional operations that depend on a citizenry informed about global as well as local issues. The combined support of these agencies could greatly strengthen education for global perspectives.

Interagency cooperation could take a number of forms: Defining and developing specific program priorities, highlighting the need for educational programs, disseminating information and ideas, and providing training programs for Federal agency staff. A major purpose of all such activities should be to sensitize Federal personnel to the educational needs for a changing world and to explore ways of incorporating global perspectives within ongoing activities.

APPENDIX A. MEMBERS OF THE TASK FORCE ON GLOBAL EDUCATION*

Federal

Bureau of Higher and Continuing Education (BHCE), U.S. Office of Education

Dr. Alfred Moyé, Deputy Commissioner, BHCE, Chairman
Dr. Robert Leestma, Associate Commissioner, Vice-Chairman
Mr. Jerome Bluestein, Coordinator
Ms. Elizabeth Farquhar
Mr. Edward Meador
Dr. Nathan Pitts
Dr. Richard Thompson

Education Division. Department of Health, Education, and Welfare

Dr. Thomas Carter, Division of Education Systems Development
Dr. Joseph Kerns, Right to Read Office
Mr. George Lowe, Energy and Education Action Unit
Ms. Candace Sullivan/Mr. Robert McMeekin, National Institute of Education
Dr. Janice Weinman, Office of the Commissioner of Education

Non-Federal

Dr. Norman Abramowitz, State Education Department, Albany, N.Y.
Dr. Higgins Bailey, National Education Association, Washington, D.C.
Dr. James Becker, Director, Mid-America Program for Global Perspectives in Education, Indiana University, Bloomington, Ind.
Dr. Anna Blevins, Deputy Commissioner of Higher Education, State Department of Education, Harrisburg, Pa.
Dr. James Botkin, The Club of Rome, Cambridge, Mass.
Dr. Fred Burke, Commissioner of Education/Dr. Josephine Moikobu, State Department of Education, Trenton, N.J.
Dr. John Chapman, State Department of Education, Lansing, Mich.
Mr. Larry Condon, President, Global Perspectives in Education, Inc., New York, N.Y.
Dr. Robert Cummings, Howard University, Washington, D.C.
Dr. David Gray, Executive Director, Pennsylvania Council for International Education, Beaver College, Glenside, Pa.
Dr. Maurice Harari, American Association of State Colleges and Universities, Washington, D.C.
Dr. Rose Lee Hayden/Ms. Becky Owens, American Council of Education, Washington, D.C.

*During the course of Task Force assignment, several members changed organizations, and a few members were replaced by substitutes.

Dr. Clement Keto, Temple University, Philadelphia, Pennsylvania
Dr. Frank Klassen, American Association of Colleges for Teacher Education, Washington, D.C.
Mr. John Kourmadas, National Association of Secondary School Principals, Reston, Va.
Dr. Brian Larkin/Dr. Jan Tucker (Florida International University, Miami), National Council for the Social Studies, Washington, D.C.
Mr. Robert Silber, Executive Director, National Science Teachers Association, Washington, D.C.
Dr. William Webster, State Department of Education, Sacramento, Calif.
Dr. Jayne Millar Wood, Overseas Development Council, Washington, D.C.

APPENDIX B. EXAMPLES OF NATIONAL GLOBAL EDUCATION PROGRAMS

Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colo. 80208

The second largest global perspectives program in the United States. A joint project with Global Perspectives in Education, Inc. (see below), the Center develops global studies at the secondary level through institutes and curriculum materials.

Global Development Studies Institute, 14 Main St., Madison, N.J. 07940

A source of guides and other aids to assist teachers in improving global studies. Published model curriculum handbooks for secondary schools and undergraduate colleges, *Global Development Studies* and *Development and Interdependence;* and also *Evaluation Guidelines for Global Studies Teachers.*

Global Education Associates, 552 Park Ave., East Orange, N.J. 07017

Organizes teachers' workshops and publishes *The Whole Earth Papers*, linking local and global issues.

Global Perspectives in Education, Inc., 218 East 18th St., New York, N.Y. 10003

The largest program in the United States concerned with education for global perspectives at the pre-college level. Develops joint programs with various educational institutions and organizations throughout the country. Developed *Global Perspectives: A Humanistic Influence on the Curriculum*, a project for use of teachers in K-12. Publishes *Intercom*, a quarterly guide with self-contained teaching units, each of which addresses a particular issue in world affairs.

Interorganizational Commission on International/Intercultural Education, 1717 Massachusetts Ave., Washington, D.C. 20036

An informal coalition of key individuals representing professional education associations and private education organizations that promote international/global education at elementary, secondary, and general undergraduate levels and in teacher education programs. Published *Directory of Resources in Global Education*, a guide to information, materials, and services.

Mid-America Program for Global Perspectives in Education, Social Studies Studies Development Center, Indiana University, 513 North Park, Bloomington, Ind. 47401

Provides resource mobilization and leadership for global studies programs of schools, State education departments, and other organizations in a demonstration area including Illinois, Indiana, Kentucky, Michigan, and Ohio. Published *Guidelines for World Studies* and *Your State in the World*, a guide for school programs on interdependence.

Minnesota Social Studies Project, Social Studies Curriculum Center, University of Minnesota, Minneapolis, Minn. 55455

Produced kits for activity-centered study at the elementary school level of peoples and cultures in the United States and in other nations, providing global perspectives in the context of the local community. Includes an emphasis on different forms of music and the arts.

National Council for the Social Studies, 3615 Wisconsin Ave., NW., Washington, D.C. 20016

Promotes global education programs through a task force, various regional associations of the Council, and a periodical, *Social Education*. Published *International Learning and International Education in a Global Age* for teachers and curriculum specialists.

Overseas Development Council, 1717 Massachusetts Ave., NW., Washington D.C. 20036

Promotes understanding of development issues and interdependence. Sponsors research conferences, teacher workshops, and publications on world development.

School Improvement Through Global Education, Charles F. Kettering Foundation, 5335 Far Hills Ave., Dayton, Ohio 45429

A joint project of the North Central Association's Co ission on Schools and the Kettering Foundation that is designed to intergrate a global perspective in all courses in the curriculum through inservice teacher training. Has published three teachers' guides.

United Nations Associations of the U.S.A., UNESCO Associated Schools Project of the U.S.A., 300 East 42d St., New York, N.Y. 10017

The U.S. branch of the UNESCO worldwide project that includes more than 1,000 schools worldwide. Promotes courses and projects dealing with United Nations, other peoples and cultures, and human rights. Published *Teaching About Global Concerns and the United Nations in Elementary and Middle Schools*.

U.S. Committee for United Nations International Children's Emergency Fund (UNICEF), 331 East 38th St., New York, N.Y. 10016

Promotes the teaching of global interdependence. The School Services program has produced elementary school teachers' kits, *Teaching About Interdependence in a Peaceful World* and *Teaching About the Child and World Environment.*

APPENDIX C. EXAMPLES OF STATE GLOBAL EDUCATION PROGRAMS

Council of Chief State School Officers, 400 North Capitol St., Washington, D.C. 20002

The organization of all State education directors. In 1976 the Council issued Civic Literacy for Global Interdependence, a statement supporting study for attaining global perspectives in American schools. In 1977 the Council conducted a conference for chief State school officers at Pinehurst, N.C., on "Global Perspectives in Education." With the Mid-America Program for Global Perspectives in Education, developed the resource handbook, *Your State in the World*, for distribution to all States.

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Alabama: Certain courses with global perspectives content are required in the State in grades 6, 7, and 9.

California: The State Department of Education initiated the California Task Force for Global Perspectives in Education, an association of 15 school districts and San Francisco State University. The task force is concerned with developing more sensitive curricular materials and encouraging active participation in community groups.

Delaware: A cross-disciplinary team of State Department of Public Instruction staff developed a guide on global studies with model lessons for the State's teachers. The emphasis is on implementing elements of global studies into present courses.

Florida: In 1979 the State Board of Education approved a "Resolution to support the Concept of Global Education," which was issued to all school superintendents, local school boards, universities, community colleges, and schools of education in Florida.

Hawaii: In 1977 the State used the U.S. Committee for UNICEF teachers' kit, *Teaching About Interdependence in a Peaceful World*, in every elementary school in the State.

Illinois: As part of the State's "Responsibility Education" program, global studies teaching materials were distributed to Illinois schools. These include *Illinois in the World* and *Responsible Citizenship in a Global Age*. The State education office coordinates a program of teachers' workshops on global studies.

Indiana: The State Department of Public Instruction has emphasized cross-cultural learning and cross-disciplinary approaches. In 1979 a

Global Studies course was mandated for grade 7. A 60-minute videotape on global education was developed for inservice teacher training. Numerous teacher workshops on global education have been sponsored in cooperation with professional educational organizations. *Indiana in the World* was issued to schools in the State.

Kentucky: *Kentucky in the World* was distributed to schools and teachers in the State. In 1977 a total of 17 one-day conferences on teaching about global interdependence were held for some 1,000 teachers.

Michigan: The State Department of Education issued a comprehensive *Guidelines for Global Education* for distribution to all school districts in the State. Utilizing Elementary and Secondary Education Act Title IV-C funds, the State awarded grants to several schools districts to develop model Global Education Programs that might be adopted by other districts in the State.

Minnesota: The State Department of Education set up a Global Education Task Force consisting of educators and representatives of multinational businesses to determine the State's global education needs. The Department also established a Task Force in World Studies and published *Minnesota in the World*.

New Jersey: In 1978 the State Board of Education issued a policy, "Resolution on Global Education," encouraging all school districts in the State to develop programs for global persepctives in schools.

New York: In 1976 the State Board of Regents issued a position paper, *Education and Global Interdependence*, emphasizing widespread involvement of other institutions and groups in addition to schools and colleges. A series of regional Regents Forums, financed by the U.S. Department of State, have been held based on the global interdependence characteristics of particular areas in the State. The State Education Department maintains the Center for International Programs and Comparative Studies, whose major activities include conducting workshops and seminars for teachers on aspects of global education.

Pennsylvania: In 1979 the State Board of Education directed the State Department of Education to implement a program, "Encouraging the Development of Global Education," affecting all postsecondary institutions in the State, and established an advisory group to develop recommendations on infusing a global dimension into postsecondary curricula. The State Department of Education has also supported conferences and inservice teacher programs on global education.

Wisconsin: The State Department of Public Instruction produced a *Global Studies Awareness* television series for the State educational television program, which reaches virtually all of the public school enrollment. The series included curriculum development and follow-up components.

APPENDIX D. EXAMPLES OF MUNICIPAL GLOBAL EDUCATION PROGRAMS

Columbus, Ohio: Columbus in the World/The World in Columbus

The leading prototype in the United States for a community-centered educational program on local linkages with global interdependence. With support from the Kettering Foundation and the Mershon Center of Ohio State University, the "Transnational Intellectual Cooperation Program" prepared a series of reports on Columbus' involvement with world networks.

The Columbus in the World project has served as a model for similar or related programs in a number of other cities; including: Albany, N.Y.; Evanston, Ill.; Harrisburg, Pa.; Lincoln, Nebr.; Memphis, Tenn.; Oshkosh, Wis.; Philadelphia, Pa.; Richmond, Va.; San Diego, Calif.; St. Louis, Mo.

Albuquerque, N. Mex.

With matching Federal funds from the Teacher Centers program, a Teacher Center was established in 1978 with a pilot program of teacher training and materials development in global education for the teachers and schools of Albuquerque and for potential replication in other Teacher Centers.

San Francisco Bay Area, Calif.

In conjunction with the California Task Force for Global Perspectives in Education, Global Perspectives in Education, Inc., and San Francisco State University, school districts in the Bay Area participate in inservice teacher workshops and courses, and the development of low-cost teaching materials and strategies on education for global perspectives.

APPENDIX E. SELECTED EDUCATION DIVISION PROGRAMS THAT MIGHT BE ADAPTED FOR GLOBAL EDUCATION PROJECTS

Office of Education

Adult Education (Adult Education Act): Provides adult basic education programs to enable adults to continue their education up to 12th-grade competency.

Arts in Education (Education Amendments of 1974, Special Projects Act, Sec. 409): Encourages the establishment of arts education programs at elementary and secondary levels.

Basic Skills (Education Amendments of 1978, Title II, Part B): Fosters improvement of elementary and secondary education basic skills instruction and increased coordination of Federal and State programs.

Bilingual Education (Elementary and Secondary Education Act, Title VII): Develops and operates programs to meet the needs of children of limited English-speaking ability

Career Education (Career Education Incentive Act, Public Law 95-207): Aids career education programs in local school districts and at the postsecondary level.

Community Service and Continuing Education (Higher Education Act, Title I): Strengthens higher education capabilities for helping communities solve their problems and brings continuing education opportunities to adults.

Community Education (Education Amendments of 1974, Special Projects Act, Sec. 405): Provides aid for planning, establishing, expanding, and maintaining community education programs.

Domestic Mining and Mineral and Mineral-Fuel Conservation Fellowships (Higher Education Act, Title IX, Part D): Assists graduate students in domestic mining and mineral-fuel conservation.

Education for the Disadvantaged (Elementary and Secondary Education Act, Title I): Expands and improves educational programs to meet the needs of educationally disadvantaged children in low-income areas.

Educational Improvements, Resources, and Support (Elementary and Secondary Education Act, Title IV-B): Helps provide school library resources, textbooks, and other instructional materials.

Educational Television and Radio (Education Amendments of 1974, Special Projects Act, Sec. 402): Funds development and dissemination of radio and television programs to meet special educational needs or to emphasize national educational priorities.

Environmental Education (Education Amendments of 1978, Special Projects Act, Title III): Improves public understanding of environmental issues as they relate to the quality of life.

Ethnic Heritage Studies (Elementary and Secondary Education Act, Title IX, Part E): Assists development of teaching materials and training to help students learn about their own heritages and the contribution of ethnic groups to the national heritage.

Graduate and Professional Opportunities Program (Higher Education Act, Title IX, Parts A & B): Provides fellowship and institutional support in academic and professional areas determined to be in the national interest.

Improvements in Local Educational Practices (Elementary and Secondary Education Act, Title IV-C): Provides assistance for activities that will improve the educational practices of local education agencies.

International Studies Programs (Abroad) (Mutual Educational and Cultural Exchange Act, Sec. 102 (b) (6), Public Law 87-256): Supports training and research abroad of U.S. educational personnel in foreign language and international studies.

International Studies Programs (Domestic) (National Defense Education Act, Title VI): Develops and upgrades training and research resources of U.S. educational institutions in international studies, area studies, and foreign languages.

Magnet Schools, University and Business Corporations (Emergency School Aid Act, Title VII, Public Law 92-318): Supports magnet schools as a method of school desegregation and conducts education programs in cooperation with colleges, universities, and business.

Metric Education (Education Amendments of 1974, Special Projects Act, Sec. 403): Encourages education agencies to prepare for the metric system of measurement.

National Diffusion Programs (National Diffusion Programs, Title III, Sec. 303 and the General Education Provisions Act, Sec. 422(a)): Provides nationwide dissemination and effective adoption of exemplary education programs identified by the Office of Education/National Institute of Education Joint Dissemination Review Panel.

Education for the Public Service (Higher Education Act, Title IX, Part C): Attracts and prepares students for entering local, State, or Federal public service.

Teacher Centers (Higher Education Act, Title V-B): Provides assistance for planning and operating teacher centers.

Teacher Corps (Higher Education Act, Title V): Strengthens educational opportunities for children in low-income areas through improving training programs for teachers and educational personnel.

Office of the Assistant Secretary for Education

Fund for the Improvement of Postsecondary Education (General Education Provisions Act, Sec. 404): Aids postsecondary education reforms in curriculum development, teaching, and administration.

National Center for Education Statistics (General Education Provisions Act, Sec. 406): Collects and disseminates statistics and other data related to education in the United States and in other nations.

National Institute of Education

National Institute of Education (General Education Provisions Act, Sec. 405): Improves education in the United States through supporting research and development on national priority needs.